



Positive Behaviour Policy

Reviewed by:	Teaching Staff
Date of approval:	January 2024
School's date for review:	November 2024

School Vision

'Walking together, discovering life'

The Road to Emmaus (Luke 24: 13-35)

In our school, we aim to:

- Be a school community which supports one another on the journey of discovery and learning, where each child feels safe, valued and known.
- Provide an inspiring Christian environment in which our values shape each member and are evident in the life of the school, as well as in their actions and advocacy in the world.
- Invite children and staff to gain from the wisdom of Christian teaching and worship whilst being respectful of those of other faiths and none.
- Foster the development of an enquiring attitude towards learning and, through stimulating opportunities, encourage children, whatever their ability, to be the best that they can be.
- Encourage a love and care of creation, our neighbours near and far, and value our strong links with All Saints Church.

We believe that children thrive in a warm, friendly, secure and well-ordered environment. As a school we try to ensure that all the children feel safe and confident. We also encourage them to develop self-discipline and a care and concern for others, taking responsibility for each other's emotional and social well-being.

Aim

- To involve all members of staff in a whole school commitment to positive behaviour.
- To provide guidelines for acceptable behaviour both in and around school.
- To ensure that school routines are agreed and understood by all members of the school community.
- To ensure a fair and equal system of rewards and consequences for all pupils, which are consistent throughout the school.
- To encourage self-discipline and a thoughtfulness towards others.
- To provide a positive reinforcement for good behaviour.

The Headteacher discusses the school's Christian values regularly with the whole school. These are reinforced by the class teachers.

Whole School Rules

1. Listen and follow instructions
2. Keep hands, feet and objects to yourself
3. Look after property
4. Be a friend
5. Be safe, walk quietly

Rewards and sanctions for the Foundation Stage, Key Stage 1 and 2

Individual Rewards:

- Praise
- Smiley face, stickers, stamps and certificates
- Sticker on a chart
- House Point awarded, using the whole school House system
- Use of the whole school behaviour pyramid
- Being given a special one-off job to do
- Visit another class teacher to show good work (often the Subject Leader for the subject in question)
- Visit the Headteacher to show good work (Headteacher sticker, certificate or postcard home)
- Individual mention and receive award in collective worship/Friday's Achievements Assembly/All Saints Notices.
- Special responsibilities e.g. class monitor, librarian

Whole class rewards:

- Praise (with visual record e.g. marbles in the jar)
- House Points (winning House announced in Achievements Assembly)
- Golden Time
- Treat time e.g. Parachute games, story outside

Sanctions for inappropriate behaviour:

- Warning, with an explanation
- Final warning (explain consequences)
- Use of the whole school behaviour pyramid
- Time out (5 minutes on a chair or bench)
- Lose some or all of a playtime
- Lose some or all of Golden Time
- Work in another classroom (sent to 'foster class' with work)
- Visit the Headteacher (accompanied)
- Phone call to parents / letter home / behaviour support plan / book
- In some situations, the use of reasonable force may need to be considered in order to ensure the safety of all pupils and staff. This will be in accordance with the school's Restrictive Physical Intervention policy.

Where appropriate, classes also have their own classroom code of conduct, which is agreed by the children, and is displayed on the wall of the classroom. In this way every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class and uses other strategies e.g. circle time, if necessary.

Despite focusing on rewarding positive behaviour, we recognise that at times, children will choose not to follow our Behaviour Code. Sanctions will be used in a balanced way and will focus on the act and not on the child. Children should be helped to understand why their behaviour is not acceptable. A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate unacceptable behaviour. Some children, including those with SEND who have specific needs relating to behaviour, will find it continually difficult to follow the Behaviour Code. Reasonable adjustments and individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of external agencies* (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.) Parents/carers will be continually involved in managing their children's behavioural issues.

* It may also be appropriate to complete a Families First Assessment (Early Help Module) if multi-agencies are involved with the child or a Pastoral Support Programme if the child is at risk of exclusion.

Playtime rules for the whole school

- Only play where you can see an adult.
- Look after the playtime equipment. Report to an adult if any equipment goes over fences or walls, on the roof, or into the road.
- Only use the Timber Trail on your day and if an adult has said it is safe.
- Do not go back into school until the end of playtime, unless you have asked to use the toilet.
- On the first ring of the bell, stop playing and stand still.
- On the second ring of the bell, return any equipment and walk to the class line to stand quietly.
- Use our 'Ignore, Warn, Tell' strategy.
- Respect people and be kind.

Rewards:

- Playground friends nominate pupils for a special sticker in Achievements Assembly
- Praise and mention to the class teacher
- Collecting or returning the bell

Sanctions for inappropriate behaviour:

- Remind, redirect and warn
- Final warning
- Time out beside an adult ("Walk with me")
- Shadow an adult on duty
- Sent inside to sit outside the office
- Visit to Headteacher
- Possible missing of a future playtime
- Zero tolerance approach to physical/rough behaviour – miss next playtime
- In some situations, the use of reasonable force may need to be considered in order to ensure the safety of all pupils and staff. This will be in accordance with the school's Restrictive Physical Intervention policy.

In the playground, our school has agreed an 'Ignore, Warn & Tell' approach to dealing with behaviour, which empowers children to resolve problems independently initially. In the first instance, children are advised to walk away from behaviour they do not like and try to ignore the situation. If a child persists with the same behaviour towards someone, they should then warn them that they do not like what they are doing and explain that they will tell an adult if the other person continues. Finally if the behaviour still carries on, the child should tell an adult, explaining all the steps they have taken. The adult will then work with the children to resolve the situation and decide if a consequence is appropriate.

Sometimes staff may complete a behaviour form with the child to encourage them to reflect on the consequences of their behaviour and how this impacts on others. In KS2 children look at this alongside the school creed to reinforce the Christian values and beliefs of the school.

Our school has adopted an approach in line with Hertfordshire Steps which is the local authority's preferred approach to supporting positive behaviour management in schools and settings. Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. All our staff have been trained and are aware of how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating. Staff are encouraged to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. If staff require support, they should send a red "Help needed" card with a child to get an additional adult.

Staff use de-escalation principles which comprise of the following:

- Using the student's name
- Acknowledging their right to their feelings
- Telling them why you are there
- Offering help

- Offering a 'get out' (positive phrasing)

This also includes considering the importance of de-escalating body language:

- Positioning oneself outside of an outstretched arm
- Maintaining a good distance
- Using a sideways stance
- Leaving an open door
- Relaxed hands
- Managing height

The relationship teachers and support staff build with individuals is key to effective behaviour management. In addition to this and the use of their own professional judgment, staff use a range of behaviour management strategies such as:

- Positive phrasing e.g. *"Stand next to me," "Walk in the corridor," and "Walk with me to the library"*
- Limited choices e.g. *"Where shall we talk, here or in the library?"*, *"Are you going to sit on your own or with the group?"* and *"Are you starting your work with the words or a picture?"*
- Disempowering the behaviour e.g. *"You can listen from there."*

Consequences are applied which link to the behaviour, the effects or impact this has had or the risks which have arisen, where possible. These are often in the form of protective consequences, which involve the removal of a freedom in order to manage harm:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Not able to attend offsite visits
- Differentiated teaching space
- Internal exclusion
- Suspension and exclusion

or educational consequences, which offer learning and a greater understanding of the effect of their behaviour, and the teaching and rehearsing of desired pro-social behaviours so that certain freedoms can be returned:

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities and learning experiences
- Research
- Restorative meetings

For example, a child refusing to listen and pay full attention in a lesson, may experience the following, using this approach:

Positive phrasing:	Come sit next to me for a story.
Limited choice:	Would you like to sit on the chair or the carpet?
Disempowering the behaviour:	You can listen to the story from there.
Consequence:	We will check you understand the story before going out for break time.

Our school's behaviour policy plans for the majority of our pupils. However, in addition, some children may occasionally require an **Individual Risk Management Plan** or a **Pastoral Support Programme (PSP)** to formalise strategies that differentiate from policy. A Pastoral Support Programme is a formal, 16-week programme that provides targeted support for children at risk of exclusion. This will usually involve referral to agencies from outside the school. This will be used when meaningful and appropriate.

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension and permanent exclusions are only used in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Some of the circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the '[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance](#)'.

Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool and forms part of our school's behaviour policy.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion ([DfE's Suspension and Permanent Exclusion guidance p.12](#)).

Internal exclusion

There may be occasions, rather than issuing a suspension, where the school will offer an internal exclusion. This will mean the child will come to school, but will not be with their peers for the duration of the exclusion. The child will be required to enter and leave the school via the front entrance and will work in a space away from their peers. The child will also remain inside during play times and lunchtimes.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive and comes from the DfE's guidance.

At All Saints Primary School, we consider the following behaviour unacceptable and it could result in internal exclusion, suspension or potentially permanent exclusion of the pupil:

- **Physical assault** – this includes fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, kicking, punching, play fighting, deliberate scratching, spitting and holding tightly anywhere, especially round the neck, possession of, or use of an object that could be used intentionally to harm someone else.
- **Verbal abuse and threatening behaviour** – this includes threatened violence, aggressive behaviour, shouting, use of swearing or bad language, verbal intimidation, unkind remarks, lying, establishing gangs, emotional abuse.
- **Bullying** – this includes '**behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally**'.
- **Racist abuse** – this includes taunting and harassment, bullying, graffiti, derogatory statements and swearing that can be attributed to racist characteristics.
- **Sexual misconduct** – including abuse, assault, harassment, bullying, graffiti, lewd behaviour and abuse against sexual orientation or gender reassignment.
- **Drug and alcohol related** – including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, vaping, alcohol or substance abuse.
- **Damage** – to school or personal property to any member of the school community, vandalism, arson, graffiti.
- **Theft** – including stealing school property, personal property, extortion.
- **Persistent disruptive behaviour** – this includes challenging behaviour, disobedience, persistent violation of the school rules, persistently refusing to follow instructions or requests, unsafe behaviour, leaving the school site.

Roles and responsibilities of the Headteacher, other staff and governors in the event of exclusion

The **Headteacher** will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. He will:

- inform the pupil's parent(s) or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary
- carry out an investigation to identify the reasons for the exclusion
- advise the parent/carers that they may make representations about the exclusion to the governing body's discipline committee
- advise the parent/carers how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- notify both the local authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of:
 - (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one;
 - (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five;
 - (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

The **governing body** has an **Exclusions Committee**. They will ensure they receive training to fulfil their role. The Headteacher is not a member of this committee.

The committee will have regard to any guidance given by the Secretary of State.

If the **Exclusions Committee** decide that a pupil should be reinstated they will give the appropriate direction to the Headteacher (who is under a duty to comply with it) and inform the parent and LA of their decision.

If they decide that a pupil should not be reinstated, they will inform the parent, the Headteacher and the LA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their

decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Relationship to other policies

This policy links closely to the home-school agreement, the anti-bullying policy and includes the power to use reasonable force, when deemed necessary, to deal with any matters relating to behaviour. It, therefore, also links with the school's restrictive physical intervention policy.

Arrangements for monitoring and evaluation

The governing body will evaluate the impact of this policy by receiving information from the Headteacher analysed by year group, gender and ethnicity on:

- suspensions and permanent exclusions – number of and analysis of behaviour
- analysis of behaviour
- instances of bullying and racial incidents, and action taken
- support provided for the victims.

The success of this policy relies on regular and consistent application by all members of staff and a shared understanding of rules, rewards and consequences. The result will be a well-ordered, secure and friendly environment for all our pupils and indeed everyone in the school community.

Behaviour Diamond

Headteacher's communication with home

Headteacher's Award

Teacher certificate/award

Share achievement with Subject Leader or in Celebration Assembly

Class reward system - Housepoint, Golden Time etc

Praise

Verbal reminder

Time out in class/lose Golden Time

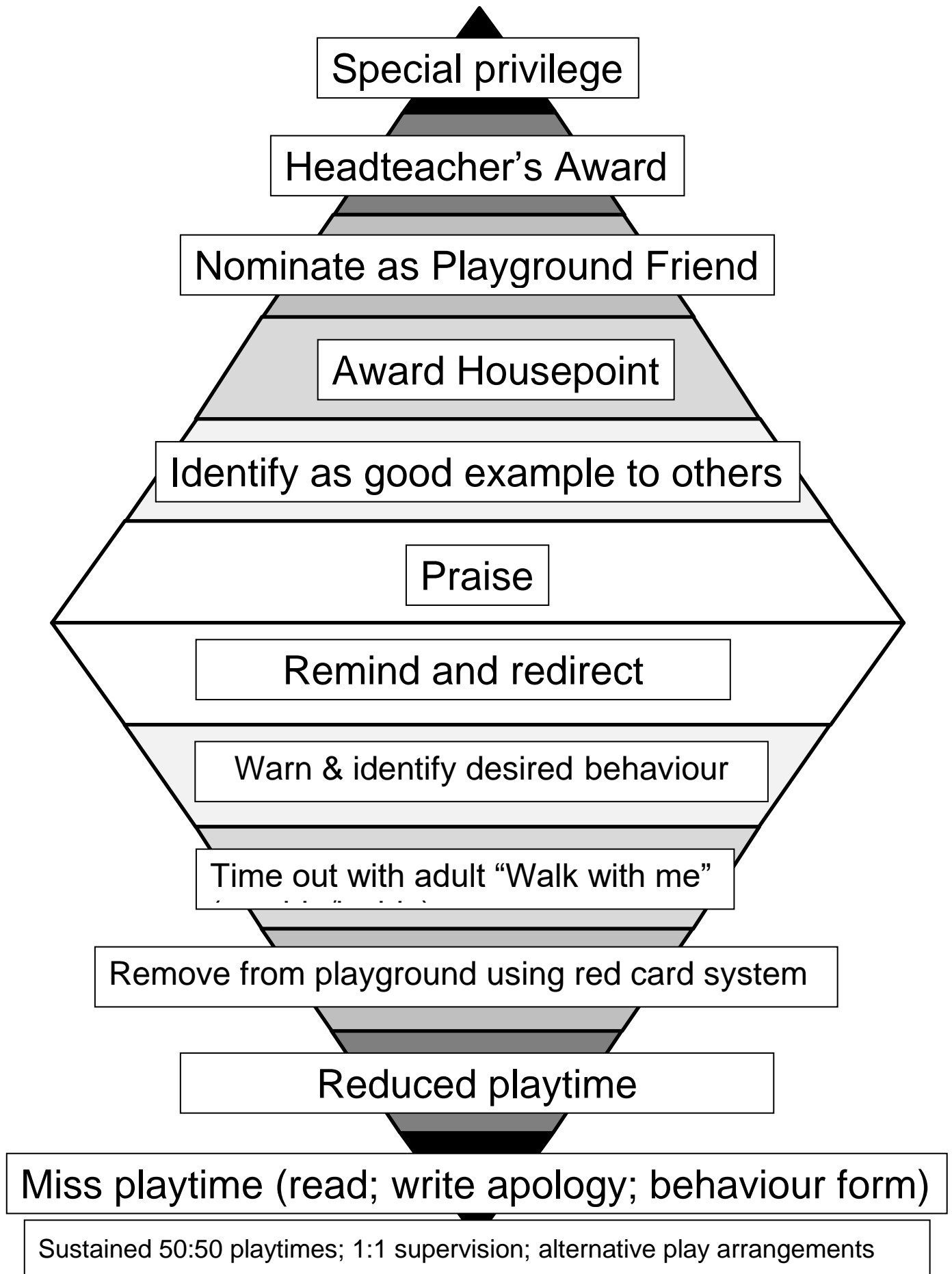
Withdraw playtime (and/or lunchtime play)

Teacher speaks with parents

Sent to Headteacher

Headteacher communicates with home

Playtime Behaviour Diamond



Playground Behaviour Management

Strategy to help children deal with problems at playtime:

Ignore, Warn, Tell

- 1st time** **Ignore:** Try to ignore what is bothering you and move away.
- 2nd time** **Warn:** Tell them to stop and that you don't like what they are doing. Warn them that if do it again, you will tell an adult.
- 3rd time** **Tell:** Tell an adult and explain to them what you have done to try and solve the issue.

If all these steps have been followed completely, the adult should intervene to make sure the matter is resolved satisfactorily. If the child has made an effort to follow each step, it is important that they feel the adult has listened and acted on the matter.

Talking Feet

If an adult needs to bring children together to discuss and resolve an issue, using 'Talking Feet' to problem-solve peacefully is an effective strategy:

Children stand, facing each other, in a quiet area of the playground.

Children work through the calming down process and then face each other, standing on the 'Talking Feet' or in a convenient area of the playground:

- READY:** *Are you ready to think together?*
- STEADY:** *Take it in turns to talk about what went wrong.
Don't butt in when it's not your turn.
Repeat back what the other person has said.
Think of ideas together.
Choose one idea to try.*

Script for children to use

- | | |
|------------------------|--|
| I felt... | <i>say how you felt</i> |
| When... | <i>say what happened</i> |
| Because... | <i>say why it upsets you</i> |
| I would like... | <i>say what you want to happen or change</i> |

The adult checks if things are OK.

- GO:** *Try out your idea. Let me know how you get on.*